



## SANDHILLS INTERMEDIATE

140 Lewis Rast Road  
Swansea, SC 29160

<b>Grades</b>	5-6 Elementary School	
<b>Enrollment</b>	484 Students	
<b>Principal</b>	Ms. Sara Ankrapp	803-568-1250
<b>Superintendent</b>	Dr. Linda G. Lavender	803-568-1000
<b>Board Chair</b>	Mrs. Shelia Parkman	803-568-2786

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Below Average</b>
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Average	Average
2006	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

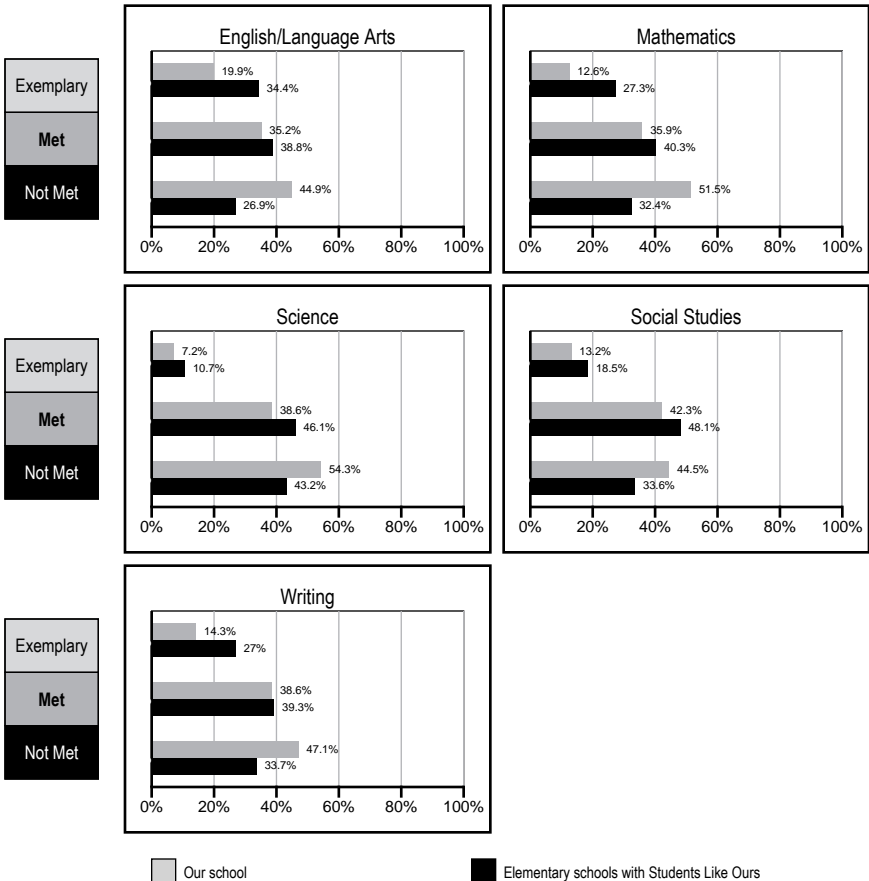
97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	9	94	14	1

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=484)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.2%	Down from 0.4%	1.6%	1.2%
Attendance rate	94.5%	Down from 95.1%	95.7%	96.1%
Eligible for gifted and talented	14.3%	Up from 11.3%	9.5%	11.7%
With disabilities other than speech	19.7%	Up from 18.1%	9.1%	8.0%
Older than usual for grade	0.2%	Down from 0.6%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	54.5%	Up from 45.5%	58.7%	60.5%
Continuing contract teachers	87.9%	Up from 69.7%	84.4%	84.6%
Teachers with emergency or provisional certificates	3.6%	Down from 3.8%	0.0%	0.0%
Teachers returning from previous year	81.0%	Up from 79.2%	86.3%	87.0%
Teacher attendance rate	93.9%	Up from 93.5%	94.9%	95.4%
Average teacher salary*	\$43,430	Up 2.6%	\$46,509	\$47,288
Professional development days/teacher	10.9 days	Down from 11.5 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Up from 14.8 to 1	19.2 to 1	19.2 to 1
Prime instructional time	86.7%	Down from 86.8%	89.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,138	Down 1.2%	\$7,502	\$7,548
Percent of expenditures for instruction**	62.3%	Up from 60.2%	67.6%	68.7%
Percent of expenditures for teacher salaries**	56.8%	Up from 55.3%	64.5%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

As we bid a fond farewell to Sandhills Intermediate School and look forward to our new beginning as Frances Mack Intermediate School, we reflect on our work during the 2009-2010 school year. Our focus this year was on building our teams into professional learning communities, continuing our growth in daily formative assessments in the classroom, utilizing our literacy coach in all content areas, providing Response to Intervention (RTI) classes for students in mathematics and reading, and creating common unit plans in all content areas.

The faculty and staff at Sandhills Intermediate School worked diligently this year in professional learning communities to create unit plans aligned with South Carolina state standards and matched common formative and summative assessments to each unit. We met weekly to discuss student progress and develop interventions for students in reading and mathematics. Teachers worked with very small groups to pinpoint areas of weakness and provide strategies to assist students in making improvements in those areas. Our literacy coach supported both teachers and students in the classroom and provided excellent professional development for our faculty.

During our first year as Frances Mack Intermediate School, we plan to continue our journey into RTI to ensure that we are meeting needs of all students, to continue our growth as professional learning communities, and to hone our skills in the area of unit and assessment design. We look forward to working with our parents and community to become the best school that we can be.

Sara Ankrapp, Principal  
Brandy Collette , School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	208	74
Percent satisfied with learning environment	85.7%	69.1%	71.8%
Percent satisfied with social and physical environment	96.4%	75.0%	60.3%
Percent satisfied with school-home relations	64.3%	82.4%	71.2%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.5%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	485	100	45	35	20	70.7	75	83.5	Yes	Yes
Gender										
Male	260	100	52.9	30.2	16.9	64	69.4	80.1	N/A	N/A
Female	225	100	35.9	40.7	23.4	78.5	81.1	87	N/A	N/A
Racial/Ethnic Group										
White	337	100	42	34.3	23.7	72.1	77	89.6	Yes	Yes
African American	121	100	56.1	33.3	10.5	65.8	68.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	22	100	36.4	45.5	18.2	72.7	79.2	79.6	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	96	100	71.6	22.7	5.7	40.9	37.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	42.1	42.1	15.8	68.4	77.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	376	100	49.1	34.9	15.9	67.9	72.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	485	99.6	51.4	35.6	12.9	65.9	73.4	80.4	Yes	Yes
Gender										
Male	260	99.6	57.3	32	10.8	58.5	69	78.4	N/A	N/A
Female	225	99.6	44.7	39.9	15.4	74.5	78.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	337	99.7	47.9	35.4	16.7	69.1	75.9	87.8	Yes	Yes
African American	121	99.2	59.3	36.3	4.4	59.3	67.3	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	22	100	54.5	40.9	4.5	59.1	68.8	78.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	96	100	78.4	19.3	2.3	35.2	42.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	N/A	N/A	N/A	57.9	66.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	376	99.5	58	31.7	10.3	61.4	69.8	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	247	99.2	54.2	38.3	7.5	45.8	64	67.3
Gender								
Male	132	100	53.7	39.7	6.6	46.3	63.6	66.9
Female	115	98.3	54.7	36.8	8.5	45.3	64.4	67.7
Racial/Ethnic Group								
White	168	98.8	47.4	42.8	9.9	52.6	68.3	79.6
African American	68	100	70.8	26.2	3.1	29.2	51.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	64.7	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	53	98.1	70.2	27.7	2.1	29.8	39.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61	58.6
Socio-Economic Status								
Subsidized meals	194	99	59.4	36.1	4.4	40.6	59.6	55.4

Social Studies								
All Students	243	98.8	44.9	41.8	13.3	55.1	68.2	70.9
Gender								
Male	133	100	49.2	37.3	13.5	50.8	66.5	70.1
Female	110	97.3	39.4	47.5	13.1	60.6	70.1	71.7
Racial/Ethnic Group								
White	172	98.8	40.6	43.1	16.3	59.4	69.5	79.2
African American	55	98.2	58	36	6	42	63	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	13	100	38.5	53.8	7.7	61.5	73.1	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	48	95.8	69.8	27.9	2.3	30.2	40.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	12	100	41.7	50	8.3	58.3	69	68
Socio-Economic Status								
Subsidized meals	187	98.9	51.7	37.4	10.9	48.3	63.4	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	480	97.5	46.7	38.8	14.4	53.3	57.8	72.1	94.5	98.8
Gender										
Male	257	97.3	59.2	31.9	8.8	40.8	46.2	65.2	94.5	98.7
Female	223	97.8	32.2	46.8	21	67.8	70.5	79.2	94.5	98.8
Racial/Ethnic Group										
White	331	97.6	41.8	41.2	17	58.2	60.1	80.8	94	98.7
African American	123	96.8	58.9	33	8	41.1	51.7	59.7	95.9	98.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	99.9
Hispanic	22	100	45.5	40.9	13.6	54.5	57.1	64.6	94.9	99
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	73.4	94.2	98.5
Disability Status										
Disabled	93	89.3	N/AV	N/AV	N/AV	17.1	18.1	27.7	94.1	98.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	47.4	36.8	15.8	52.6	54.8	63.7	94.9	98.9
Socio-Economic Status										
Subsidized meals	379	97.1	52.9	35.3	11.8	47.1	52.6	61.9	94.2	98.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	1	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	244	100	35.8	42.8	21.4	64.2
	6	244	99.6	34.5	38	27.5	65.5
	7	2	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	235	100	42.5	41.1	16.4	57.5
	6	243	100	47.6	29.3	23.1	52.4
	7	2	I/S	I/S	I/S	I/S	I/S
	8	3	I/S	I/S	I/S	I/S	I/S

Mathematics

2009	3	1	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	244	100	34.9	50.7	14.4	65.1
	6	244	99.2	36.8	45.6	17.5	63.2
	7	2	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	235	100	50.2	34.2	15.5	49.8
	6	243	99.2	52.5	37.7	9.9	47.5
	7	2	I/S	I/S	I/S	I/S	I/S
	8	3	I/S	I/S	I/S	I/S	I/S

Science

2009	3	1	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	122	99.2	38.6	53.5	7.9	61.4
	6	122	99.2	44.8	50	5.2	55.2
	7	2	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	118	100	51.8	39.1	9.1	48.2
	6	124	99.2	56.6	38.1	5.3	43.4
	7	2	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	122	100	33.3	40.4	26.3	66.7
	6	121	98.4	27	62.2	10.8	73
	7	2	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	117	99.2	51.4	33	15.6	48.6
	6	120	99.2	37.8	51.4	10.8	62.2
	7	2	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
Writing							
2009	3	1	I/S	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	241	97.1	50.4	37.1	12.5	49.6
	6	249	98	45.7	38.8	15.5	54.3
	7	1	I/S	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	232	99.1	51.4	34.1	14.5	48.6
	6	241	98.3	41.9	43.7	14.4	58.1
	7	2	I/S	N/A	N/A	N/A	N/A
	8	3	I/S	I/S	I/S	I/S	I/S

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